Factors Affecting The Academic Performance Of The Student

Nowadays, society is constantly changing, and new ways of life are being developed by due to nonstop technological advancements. This generates changes in family, schools, the media, etc. New technologies are creating virtual environments to manage learning and academic achievement, and this is a new challenge to approach formal and informal education. In the last few decades, teachers, families, and educational administrators had very well-defined fields of action and roles to play. Now, these roles are disfigured, and influences from all agents are arguable and more difficult to face. At this current stage, problems sometimes appear that require different forms of intervention. Some of the problems are violence towards people; child abuse; drug abuse at increasingly early ages; integration problems due to immigration; dropping out of school; and typical problems related to student development, personality, disabilities, social and psychical maladjustment, teenagers socioaffective relationships, etc. Research on school success and failure has a long history, but there is still no agreement concerning the prevalence of these variables to explain academic achievement, the relationship between those variables, and which other variables modulate their level of impact. For many years, cognitive psychology has emphasized cognitive function as the most relevant for learning in school. However, recent studies highlight the importance of motivational and affective functions in building consistent models to explain learning and academic achievement. This change of perspective, from the classical cognitive model to a self-regulated learning model, has implied a new orientation in the research of the factors involved in school success and failure. Self-regulated learning models try to integrate students cognitive, socioaffective, and behavioral aspects. These models describe the different components involved in successful learning at all school stages, explaining reciprocal relationships between those components and directly relating learning to personal achievement, motivation, volition, and emotions. With this new paradigm, students not only contribute to strengthening their intelligence, but also their motivational and emotional qualities, all related to achieving personal balance. This book presents studies, ideas, and recommendations to shed light on the complex educational world. Education has limits and difficulties, but it is also the only instrument that can develop students potential into personal success. Emotional, physical and social well-being describe human health from birth. Good health goes hand in hand with the ability to handle stress for the future. However, biological factors such as diet, life experiences such as drug abuse, bullying, burnout and social factors such as family and community support at the school stage tend to mold health problems, affecting academic achievements. This book is a compilation of current scientific information about the challenges that students, families and teachers face regarding health and academic achievements. Contributions also relate to how physical activity, psychosocial support and other interventions can be made to understand resilience and vulnerability to school desertion. This book will be of interest to readers from broad professional fields, non-specialist readers, and those involved in education policy.

Academic Paper from the year 2018 in the subject Psychology - Methods, grade: 4.00, University of Dhaka (Department of Finance), course: Research Methodology, language: English, abstract: The core of this study is to investigate the impact of class attendance on the academic achievement of the students. The academic achievement or academic performance is measured by the exam score of the students. Structured questionnaires have been prepared which provide a clear guide to extract the exact information from the desired source to conduct to study smoothly and effectively. The findings of this study explored that class attendance has a very strong relationship with academic performance of the student. The strong relationship
between variables is claimed by the correlation between class attendance and academic performance of the students which is correlation 0.7686. Since, based on the findings of this study, it is concluded that class attendance has significant impact over academic performance so that it is recommended that compulsory class attendance and scholarship for full attendance are needed to be effectively implemented. This important study has been conducted in many other developed, developing and underdeveloped countries so that it becomes crucial to identify the effect of class attendance on the academic performance of students in Bangladesh.

Promoting Academic Resilience in Multicultural America combines biographical sketches of resilient students, examples of effective programs designed to encourage resilience, recent research in the field, and their own experiences of resilient academics of color. The book illustrates exactly how academic success occurs within traditionally challenged learning environments. The authors focus most closely on the crucial transition between high school and college. The individuals spotlighted and programs outlined cross racial, gender, socioeconomic, and ethnic lines, and include African American, Hispanic, and white students. In part, the authors conclude that there are specific multidimensional protective factors that work collaboratively to enable the success of these exceptional students. It is the detailed exploration of these phenomena that lie at the heart of this work and that has the potential to help all children excel. Among other uses, this book could be a valuable addition to a college freshmen seminar series, a foundations of education course, a course on multiculturalism in America and/or any course focused on basic educational psychology.

The research is indisputable: Students are less disruptive and do better academically in schools that cultivate the internal motivation of students. In Activating the Desire to Learn, veteran educator Bob Sullo shows how to apply lessons from the research on motivation in the classroom. According to the author, we are all driven to fulfill five essential needs: to connect, to be competent, to make choices, to have fun, and to be safe. Studies show that when these needs are met in schools, good behavior and high achievement tend naturally to ensue. Written as a series of candid dialogues between the author and K–12 students, teachers, counselors, and administrators, Activating the Desire to Learn covers everything you need to know to change the dynamics of learning in your classroom or school: * A comprehensive overview of the research on internal motivation; * Case studies of strategies for activating internal motivation at the elementary, middle, and high school levels; * Suggestions on how to assess degrees of student motivation; and Motivating students is not the issue—the hunger to learn is ever-present. Yet schools continue to insist on the traditional reward-punishment model, to the detriment of student achievement. Clearly it’s time for change. This engaging and thought-provoking book will help you create a culture of achievement by building on the inherent drive to succeed that students bring to the classroom every day.

Community Secondary Schools are the majority secondary schools in Tanzania. These are schools built by community initiatives with the aim of helping more children acquire a secondary education. Despite this good intention, these schools face a number of challenges. One such challenge has to do with academic performance. This book investigates this challenge. It examines the factors that contribute to students’ poor performance in the community secondary schools in Tanzania to discern the main factors contributing to their poor performance. Many factors contribute to students' poor performance, such as lack of support from parents on educational issues, teachers’ and students’ attitudes and perceptions on education, inadequate learning and teaching materials and resources, learning and teaching environments, as well as lack of adequate motivation for teachers and students. This book explores these challenges and proposes future prospects to make such schools have efficient performance in Tanzania and other places of the world they are found.

This study gives statistical and evidential illustration to what influences student choices and
behavioral patterns as well as trends in the youth market in South Africa.

Applied Social Psychology: Understanding and Addressing Social and Practical Problems is an excellent introductory textbook that helps students understand how people think about, feel about, relate to, and influence one another. The book is unique in that it provides a balanced emphasis on social psychological theory and research. Editors Frank W. Schneider, Jamie A. Gruman, and Larry M. Coutts examine the contributions of social and practical problems in several areas including everyday life, clinical psychology, sports, the media, health, education, organizations, community psychology, the environment, and human diversity.

Master's Thesis from the year 2016 in the subject Pedagogy - General, grade: B (3.0), course: Masters of Art in Educational Management, language: English, abstract: The study aimed at investigating on the factors influencing poor performance in science subjects in secondary schools in Shinyanga Municipal Council. The study used survey research design by applying quantitative technique. Six public secondary schools out of eighteen public secondary schools were sampled for the study; it involved 415 respondents. The form four National Examination results for the past five years in selected secondary schools were used to show trend of performance in science subjects. Structured questionnaires were used to obtain information, and the criterion used in sampling was simple random method. The study found out that the factors influences poor performance were; Inadequate number of teachers, Lack of teaching and learning materials, Poor teaching methods (theory) and students’ attitudes towards science subjects. Also the study found out that the suggested solutions to the problem of poor performance in science subjects in secondary schools in Shinyanga municipal council were; presence of adequate teachers, availability of science teaching and learning materials. The study conclude that Scarcity of qualified Science subjects’ teachers and inadequate availability of teaching and learning materials are the major factors influencing poor performance in science subjects in secondary schools in Shinyanga municipality. The study recommends the following; the ministry should ensure enough availability of qualified science subjects’ teachers in secondary schools, and to make sure there is availability of adequate teaching and learning materials like books, teaching aids, specimens, chemicals and laboratory apparatuses, with conducive learning and friendly environment at schools.

Academic performance is determined by several factors. The aim of the first paper in this book is to describe the relationship between the goals of adolescents, their everyday life and the influence these factors have on academic achievement. Chapter two focuses on a longitudinal investigation of students' well-being experiences within the framework of motivational beliefs. Chapter three aims to analyze differences in academic self-attributions and learning strategies between aggressive and nonaggressive Spanish adolescents, and to identify the predictive role of self-attributions and learning strategies in academic
promotion of aggressive Spanish adolescents. Chapter four analyzes a simulation software and sensitivity analysis for future student academic performance. Chapter five establishes how personal self-regulation and different contexts of stress produce differences in the coping strategies used by students, whether university students or graduates who are preparing for competitive exams. Chapter six provides a model with the main variables that can predict, with a certain degree of accuracy, school achievement and success, in order to put forward interventions and counseling to prevent students from dropping-out of health professions degree courses. Chapter seven critically reviews the different assessments and processes used within medical training and considers the affective implications for students, educators and eventually patients. Chapter eight addresses the teaching of physiology in different continents, and particularly, that of laboratories, and discusses a historical review of medicine in Mexico as well as the birth of Physiology in our country. Chapter nine analyzes student performance on the Grade 8 Texas Assessment of Knowledge and Skills (TAKS) Mathematics exam for students in two Texas school districts to determine the extent to which differences were present as a function of Saxon Math instruction. The final chapter examines school district size and it's impact on black student performance.

Bachelor Thesis from the year 2019 in the subject Pedagogy - General, grade: 3.8, language: English, abstract: The general purposes of this study is to find out the influence of home environment on study academic performance. Specifically, the study sets out to examine the influence of parental occupation on the academic performance of secondary school students in Owerri metropolis of Imo state. It tries to find out whether the size of the family to which they belong affect the students academic performance in Owerri metropolis; and to determine the extent to which type of family would affect the academic performance of students. This study will be delimited to government owned secondary schools in Owerri. Municipal of Imo state Nigeria. Over a period of time, it has been observed the students who are exposed to the same lesson by the same teachers are likely to perform differently when they are evaluated. According to Fagbamiye, the board education or ministry of education world wide suspected teaching methodology and classroom teachers as being the cause at the problem yet it seems to persist. This shows that outside the school environment, students are faced with other factors that influence their academic performances. There is also clear distinction between the gifted children and others, but even at that there are factors that influence the academic of both gifted and non-gifted children which can not be traced to the school environment.

This book is a collection of the accepted papers of the 1st International Online Medical Conference (IOMC 2008). It includes the latest findings and research works of medical doctors, medical university professors, and activists from around the world, which covers different themes in the field of medicine. This book is suggested to all medical doctors, students, academics, professors, and
Researchers. The unique feature of this book is that all the articles are related to the FIRST-EVER completely held ONLINE Medical conference (IOMC 2008) which was successfully held on May 14 & 15, 2008.

Many low-income families struggle with stable housing and frequently have to move due to foreclosures, rent increases, or other financial setbacks. Children in these families can experience lasting negative effects, especially those who are young and still developing basic learning and social skills. A joint NRC-IOM committee held a workshop in June 2009 to examine these issues, highlight patterns in current research, and discuss how to develop a support system for at-risk children.

This monograph analyses and describes successful educational actions with a specific focus on vulnerable groups (i.e. youth, migrants, cultural groups e.g. Roma, women, and people with disabilities). Concrete data that shows success in school performance in subject matters such as math or language will be provided, as well as children, teachers and families accounts of the impact of this success. Alongside, there is an analysis of the relationship between these children’s educational performance with their inclusion or exclusion from different areas of society (i.e. housing, health, employment, and social and political participation). Many studies have already diagnosed and described the causes of educational and social exclusion of these vulnerable groups. This monograph, however, provides solutions, that is, actions for success identified through the INCLUD-ED project, thus providing both, contrasted data and solid theoretical background and development. Some examples of these actions are interactive groups (or heterogeneous grouping in the classroom with reorganisation of human resources), extension of the learning time, homework clubs, tutored libraries, family and community educative participation, family education, or dialogic literary gatherings. All these actions have been defined as successful educational actions, which mean that they lead to both efficiency and equity. Finally, recommendations for policy and practice are included and discussed.

Factors Affecting Academic Performance

Bachelor Thesis from the year 2018 in the subject Pedagogy - School System, Educational and School Politics, grade: 5 (GHA-System), University of Education (Distance Learning), course: Post Graduate Diploma in Education, language: English, abstract: Students’ academic performance is a key feature in education. This study was therefore conducted primarily to assess the factors contributing to improvement in academic performance of Junior High Students (JHS) in a Basic School which is in the Gomo-East District in the Central Region of Ghana. The mixed and descriptive research design was used and a sample size of 87 respondents (79 students and 8 teachers) were selected through random sampling technique. The findings revealed that the average academic performance (47.0%) of the JHS students in the Basic School is weak and their performance in Mathematics (average score of 31.48%) and English Language (average score of 39.99%) is a fail. It was noticed that student factors that contribute to an improvement in academic performance include; regular studying, self-motivation, punctuality and regular class attendance, hard-work and interest in a subject. The teacher factors were completion of syllabus, use of TLM’s, frequent feedback to students and given students special attention. Per the findings, parent factors which was very key was
parent showing concern in their children’s academics and providing them their academic needs. School factors that were significant included availability of text books and TLM’s. The study also found that parent level of education and gender has a positive relationship with academic performance but it’s insignificant. However, age has a positive significant (5% significance level) relationship with academic performance. Based on findings, the study recommends that there should be strict monitoring on teachers to vary their teaching methods to suit their needs of the students and also to provide the students with constant feedback on their academic performance. Again, the students should be motivated and orientated to take ownership of their studies by having regular studies and attending school during school days. State education departments and school districts face an important challenge in implementing a new law that requires disadvantaged students to be held to the same standards as other students. The new requirements come from provisions of the 1994 reauthorization of Title I, the largest federal effort in precollegiate education, which provides aid to "level the field" for disadvantaged students. Testing, Teaching, and Learning is written to help states and school districts comply with the new law, offering guidance for designing and implementing assessment and accountability systems. This book examines standards-based education reform and reviews the research on student assessment, focusing on the needs of disadvantaged students covered by Title I. With examples of states and districts that have track records in new systems, the committee develops a practical "decision framework" for education officials. The book explores how best to design assessment and accountability systems that support high levels of student learning and to work toward continuous improvement. Testing, Teaching, and Learning will be an important tool for all involved in educating disadvantaged students—state and local administrators and classroom teachers. Covering such issues as teaching quality, the interface between public and private schooling, and measuring school efficiency, this text addresses the improvement of educational productivity in the USA.

This book examines how individuals and organizations in Africa have found ways to integrate work and life roles effectively. It reflects on the notions that while many cultures have embraced women’s participation in the workplace, African culture has been more resistant to change thereby forcing companies and employees to invent their own solutions. This presents its own set of challenges, for example African organizations are generally not up to speed with the family-friendly policies that are required in the modern workplace; the effectiveness of such policies is questionable and there is an increasing realization that work-family policies are not the only way to achieve work-life integration and others may be considered, such as workplace mentoring and introducing incentives. With this in mind the authors consider multiple approaches to balancing work and life responsibilities with emphasis on three perspectives, namely organizational, individual and family and cultural. The book highlights and examines the joint responsibility that organizations, leaders and individuals have in achieving work life integration. Secondly the book considers why work-life integration initiatives fail and identifies the sources and remedies for these failures. Each chapter discusses the role of the identified dimensions necessary for collective achievement of work-life integration, while the final chapter sets out further research avenues and a conceptual framework that brings together the findings of the book.

In Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It, veteran educator and brain expert Eric Jensen takes an unflinching look at how poverty hurts children, families, and communities across the United States and demonstrates how schools can improve the academic achievement and life readiness of economically disadvantaged students. Jensen argues that although chronic exposure to poverty can result in detrimental changes to the brain, the brain's very ability to adapt from experience means that poor children can also experience emotional, social, and academic
success. A brain that is susceptible to adverse environmental effects is equally susceptible to the positive effects of rich, balanced learning environments and caring relationships that build students’ resilience, self-esteem, and character. Drawing from research, experience, and real school success stories, Teaching with Poverty in Mind reveals * What poverty is and how it affects students in school; * What drives change both at the macro level (within schools and districts) and at the micro level (inside a student's brain); * Effective strategies from those who have succeeded and ways to replicate those best practices at your own school; and * How to engage the resources necessary to make change happen. Too often, we talk about change while maintaining a culture of excuses. We can do better. Although no magic bullet can offset the grave challenges faced daily by disadvantaged children, this timely resource shines a spotlight on what matters most, providing an inspiring and practical guide for enriching the minds and lives of all your students.

This book presents different perspectives of online business education - how it is designed, delivered and how it supports advances in management disciplines. The authors describe online platforms in their provision of timely, excellent and relevant business education. The book starts by examining the emergence of online business education. It offers insights for use to business educators in design and implementation of online learning. It presents and discusses technologies for class facilitation and collaboration including tools used to bring content and issues to life. Disruptive approaches and new directions in online business education are examined. The book is ideal for business educators, administrators, as well as business practitioners who have an interest in delivering high quality business education using online platforms and tools. On the Line: Business Education in the Digital Age is divided into three sections. Section 1 presents papers on “why” business education is viable and sustainable in today’s context. Treating education as a service, this section describes new techniques for creating a better online business education experience. It also looks at the role advanced data analytics can play in enhancing the quality of online business education. Section 2 delves into “how” online business education works. It presents conceptual models for teaching in specific disciplines, learning design that describes what business educators do and how programs work. This section also addresses performance assessments and quality assurance measures that help to demonstrate the efficacy of online pedagogy. Practical applied papers are used in this section to highlight the use of learning platforms, tools and their application specific to businesses that build knowledge and skills and make students ‘work ready’. Finally Section 3 of the book addresses the “so what?” or the outcomes and impacts of online business education. This section targets where business education needs to take learning next, for example to support sustainable business, ethical decision making and inclusive and collaborative leadership. Chapters deal with topics such as how distributed online environments may work better to support knowledge and soft skill building directly relevant for organizations today. Other learning outcomes showing the value of online business education are discussed. Academics, alumni and consultants from over fifteen institutions and organizations around the world contributed to this book.

The relevance of language acquisition to the day-to-day concerns of teaching and learning languages.

The entrance of fast-paced technology into the workplace necessitates a proper re-look into performance management whether it in education, marketing, finance, or information technology. Maintaining happiness and wellbeing despite the pressure of performance at work is a serious challenge. Happiness is not only important for work performance, but also for the physical and mental health of human beings. This book provides different concepts, theories, and methods to better understand the relationship between performance and happiness in the context of work in this information and technology era. Various domains of performance management are covered in the context of management and information technology, including
topics related to the performance of digital wallets from the customer’s point of view; evaluating the sustainability of micro-finance institutions; challenges in employee retention; problems the workforce faces in IT and management; dimensions of happiness for women in the workplace; the role of happiness in building a meaningful life; and the quality of work life. The findings are useful for practical applications in management and business scenarios. They also provide informative insights for researchers, academicians, industry professionals, and scholars.

Abstract from the year 2015 in the subject Social Pedagogy / Social Work, grade: Grade 8, , course: Ph.D. in Educational Management, language: English, abstract: The main purpose of this study was to determine the specific learning disabilities, level of self efficacy, self esteem multiple intelligences, parent and teacher’s involvement of students at risks with learning disabilities and their influence to the academic performance of high school students at risk with learning disabilities in order to design a supportive classroom environment for these children.

Seminar paper from the year 2020 in the subject Pedagogy - School System, Educational and School Politics, , course: Educational Psychology, language: English, abstract: Several factors influence the learning process and the overall performance of human beings. These factors can have either positive or negative influences. According to Okoro, these factors can be classified into three broad categories: the Hereditary and Physiological factors, the Psychological factors, and the Environmental factors. Each of these categories are like tree with many branches, environmental factors for example can be sub-divided into; home factors, school related factors, teacher related factors and societal factors. For the purpose of this paper, discussion will be done exhaustively on how school environments and other related factors affect students’ learning in secondary school.

Academic Paper from the year 2017 in the subject Education - Educational Tests & Measurements, Atlantic International University (Education Foundations), course: Education Management, language: English, abstract: The study was carried out in selected schools of Kabale district to determine the effect of family background on the academic performance of students in secondary schools. Both random and purposive sampling techniques were used to select respondents. Primary data was collected using observation, interview and questionnaires whereas secondary data was collected from the statistical records from the education department.

This book focuses on the effect of psychological, social and demographic variables on student achievement and summarizes the current research findings in the field. It addresses the need for inclusive and interpretive studies in the field in order to interpret student achievement literature and suggests new pathways for further studies. Appropriately, a meta-analysis approach is used by the contributors to show the big picture to the researchers by analyzing and combining the findings from different independent studies. In particular, the authors compile various studies examining the relationship between student achievement and 21 psychological, social and demographic variables separately. The philosophy behind this book is to direct future research and practices rather than addressing the limits of current studies. Schools can and do affect student achievement, and this book recommends specific-and attainable-action steps to implement successful strategies culled from the wealth of research data.


The main focus of the study is the deepening crisis of the Ethiopian education system. This study reconstructs the growth of the crisis of the sector during the last four decades. It then discusses the implications of the crisis in terms of communication breakdown; absence of analytical capacity at system level; the fragmentation of society; loss of political legitimacy and perpetuation of authoritarian power. Although the education sector has greatly expanded its impact on poverty alleviation has so far been insignificant. The poverty landscape has changed
to the worse during the last fifty years. This is largely due to the fact that the Ethiopian education system is based on false premises. At the center of the crisis is the use of English as medium of instruction. The proficiency in English is so low that its continued use as a medium of instruction can only lead to the collapse of the education system. The study argues that it is only through language (readily understood and practiced) that collective life and the world can be interpreted in an integrated manner. The replacement of English by Ethiopian languages all the way from the primary to tertiary levels is one of the factors that could strengthen the survival potential of the Ethiopian political community. The study is relevant for policy makers and students of development studies on the role of education in social change in Africa south of the Sahara.

The Handbook of Self-Regulation represents state-of-the-art coverage of the latest theory, research, and developments in applications of self-regulation research. Chapters are of interest to psychologists interested in the development and operation of self-regulation as well as applications to health, organizational, clinical, and educational psychology. This book pulls together theory, research, and applications in the self-regulation domain and provides broad coverage of conceptual, methodological, and treatment issues. In view of the burgeoning interest and massive research on various aspects of self-regulation, the time seems ripe for this Handbook, aimed at reflecting the current state of the field. The goal is to provide researchers, students, and clinicians in the field with substantial state-of-the-art overviews, reviews, and reflections on the conceptual and methodological issues and complexities particular to self-regulation research.

Most previous research on human cognition has focused on problem-solving, and has confined its investigations to the laboratory. As a result, it has been difficult to account for complex mental processes and their place in culture and history. In this startling – indeed, disconcerting – study, Jean Lave moves the analysis of one particular form of cognitive activity, arithmetic problem-solving, out of the laboratory into the domain of everyday life. In so doing, she shows how mathematics in the 'real world', like all thinking, is shaped by the dynamic encounter between the culturally endowed mind and its total context, a subtle interaction that shapes 1) Both the human subject and the world within which it acts. The study is focused on mundane daily activities, such as grocery shopping for 'best buys' in the supermarket, dieting, and so on. Innovative in its method, fascinating in its findings, the research is above all significant in its theoretical contributions. Have offers a cogent critique of conventional cognitive theory, turning for an alternative to recent social theory, and weaving a compelling synthesis from elements of culture theory, theories of practice, and Marxist discourse. The result is a new way of understanding human thought processes, a vision of cognition as the dialectic between persons-acting, and the settings in which their activity is constituted. The book will appeal to anthropologists, for its novel theory of the relation of cognition to culture and context; to cognitive scientists and educational theorists; and to the 'plain folks' who form its subject, and who will recognize themselves in it, a rare accomplishment in the modern social sciences.

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